

BEPS LAC/RSD-EHR
Basic Education and Policy Support (BEPS) Activity
Year I Quarter I Performance Report

Contractor: Creative Associates International, Inc.
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This Basic Education and Policy Support (BEPS), LAC/RSD-HER Activity quarterly report includes Tasks, Accomplishments, Progress, Required Deliverables, Challenges and Planned Response. For further information, please see the corresponding comprehensive BEPS quarterly report submitted under separate cover.

1. Mission, Purpose, Tasks to be Accomplished:

The mission of the LAC/RSD-EHR activity is to provide “Improved and Expanded Basic Education, Especially for Girls, Women, and Other Underserved Populations”. The overall purpose of this activity is to strengthen the quality, vitality and effectiveness of educational systems by assisting USAID missions, regional bureaus, and developing newly independent and crisis countries to examine their educational policies and programs and to implement more relevant policies and activities.

Under BEPS, CAII and its partners – CARE, The George Washington University and Groundwork – will perform seven (7) types of tasks:

- A. Undertake education policy analyses, activity and strategy assessments and program evaluations and assessments;
- B. Prepare and disseminate technical reports related to regional and country education trends, education initiatives, success stories and successful innovative programs, and special topics (Summit Education Initiative, secondary education, early childhood development, educational technology, national standards and assessments, education finance, etc.);
- C. Coordinate and provide logistical support for two components related to the Centers of Excellence for Teacher Training (CETT) program, including supporting the effort to generate private sector and foundation support for CETT and supporting the CETT Consultative Committee; support the educational policy agenda shared by the LAC Bureau and the Inter-American Development Bank (IDB) through educational support activities;
- D. Provide technical assistance to selected Central American and Caribbean countries in support of the LAC Regional Education Program (i.e. Regional Indicators Project, PREAL, etc.) and Mission bilateral programs;
- E. Assist LAC missions in the development of bilateral education strategies, result frameworks, pilot or demonstration design, applied research, and policy analyses;

- F. Coordinate and provide logistical support for a regional workshop on educational policy reform for the LAC Bureau and its Missions; and
- G. Provide off-site support to LAC/RSD-EHR in the research, writing and dissemination of various documents that may include briefings, talking points, speeches, and other reports, as necessary.

Status on Required Deliverables

- Prepare and disseminate technical reports related to regional and country education trends, education initiatives, success stories and successful innovative programs, and special topics (Summit Education Initiative, secondary education, early childhood development, educational technology, national standards and assessments, education finance, etc.).

Conducted a visit to the University of the West Indies/Cave Hill Campus in Barbados to finalize the CETT concept paper and draft an MOU for initiation of the Caribbean CETT. Submitted draft final report of the Caribbean Team Assessment.

CETT Central America: A second trip to Central America was conducted (Phase II Assessment) in order to assess the institutional capacity of the eight institutions identified during the first trip (Phase I Assessment). The team consisted of an education generalist consultant and an institutional specialist consultant. The following institutions were assessed as potential hosts for CETT Central America:

- INCAE (Costa Rica)
- Omar Dengo (Costa Rica)
- UPN (Honduras)
- FEPADE (El Salvador)
- UVG (Guatemala)
- ILCE (Mexico)
- PUCMM (Dominican Republic)
- INTEC (Dominica Republic)

The Phase II Assessment reconfirmed the conclusion reached by the Phase I Assessment that no single institution in the region has the capability for hosting the CETT, and reaffirmed the consortium model proposed by the Phase I team.

CETT Andes – The first trip to the Andean region was conducted by a team consisting of an educational generalist consultant and a teacher training specialist. The Phase I Assessment concentrated on evaluating country capacities in Peru, Ecuador and Bolivia, as well as the capacities of the institutions that could be potential hosts for the CETT Andes. The teacher training needs component of the assessment in order to prioritize activities of planning for the Presidential Event to take place May 14.

Phase I Assessment Team identified the following as potential host institutions:

- Universidad Peruana Cayetano Heredia (Peru)

- Universidad Andina (Ecuador)
- Universidad NUR (Bolivia)

A second visit to Peru followed, with a team including a teacher training specialist, USAID and CAII members. The team initiated conversations with the institutions and developed the basis for a consortium to be led by Universidad Peruana Cayetano Heredia.

- Coordinate and provide logistical support for two components related to the Centers of Excellence for Teacher Training (CETT) program, including supporting the effort to generate private sector and foundation support for CETT and supporting the CETT Consultative Committee.
 - The brochure for the private sector solicitation was updated, in order to better inform the actual state of the CETT program to potential contributors. A “private sector strategy talking points” was drafted and submitted to USAID. The team also developed a document with Frequently Asked Questions (FAQ) from the private sector regarding the project and the operational aspects of the CETT.
 - BEPS organized and facilitated the third meeting of the Consultative Committee (held in Miami February 4-6) at the offices of the Cisneros Group. The main topics of the meeting were the CETT Central America and the private sector participation in the CETTs. The meeting was facilitated by Alan Horwitz and among the attendees were the regular Consultative Committee members, representatives from the Private Sector (Cisneros, Verizon, Microsoft), the Department of Education, the State Department, USAID and CAII. An ad hoc report was produced with meeting conclusions and distributed among the participants after incorporating USAID’s comments and suggestions.
 - Central America – Miami Meeting: Two members from each Central American country were invited to a meeting, including Mexico (due to potential contributions to CETT) and the Dominican Republic (due to Spanish as official language). Each country consisted of representation by each participating institution as well as a representative from the Ministry of Education. The purpose of the meeting was to debrief participants on assessments and findings with the purpose of presenting the model proposed by the consulting team.
 - Presidential Event – CAII spent this quarter prioritizing event planning for the majority of this time period, which was cancelled two days before the event was scheduled to take place due to the President’s unavailability. President George W. Bush had invited representatives from the Ministries of Education, Ambassadors to the OAS, private sector representatives, teachers from the three sub-regions and the consultative Committee to meet with the President on the progress of the Centers’ of Excellence for Teacher Training (a Presidential Initiative).

Challenges and Planned Response

Challenge: The pressure to assess and recommend institutions in order to meet a May 14 deadline (for the President to announce these decisions at the meeting) has been extremely difficult, in particular for the Andean sub-region.

Planned Response: The teacher training needs assessment will be conducted through exhaustive desktop research prior to carrying out any field research. It has been agreed with USAID that Aguirre International will conduct the teacher training needs assessment at a later time.

Challenge: Reaching consensus on the CETT – Central America

Central America – CETT negotiations have been charged with political pressure from governments in the sub-region. A weak tradition of sub-regional cooperation and the need to reach consensus for creating a consortium of institutions to run the CETT have created an especially challenging environment for the development of the project that in the other two sub-regions.

Planned Response: Meetings will be held to create an understanding amongst partners how the CETT will operate and the need to reach a strong level of cooperation between institutions.

Challenge: Cancellation of the Presidential Event

Planned Response: The last minute cancellation of the event should not cause a disruption of the chain of events in the CETT process. Meetings with regional institutions continued as planned, moving forward with the negotiations.

Deliverables
Year I Quarter I – April 1 – June 30, 2002

Task Description	Deliverable	Date Submitted
<i>Undertake education policy analyses, activity and strategy assessments and program evaluations and assessments</i>		
<i>Prepare and disseminate technical reports related to regional and country education trends, education initiatives, success stories and successful innovative programs, and special topics (Summit Education Initiative, secondary education, early childhood development, educational technology, national standards and assessments, education finance, etc.</i>	Regional Overview – The Andes	June 24, 2002
<i>Coordinate and provide logistical support for two components related to the Centers of Excellence for Teacher Training (CETT) program, including supporting the effort to generate private sector and foundation support for CETT and supporting the CETT Advisory Committee; support the educational policy agenda shared by the LAC Bureau and the Inter-American Development Bank (IDB) through educational support activities;</i>	Assessment of Institutional Capacity and Educational Needs in Bolivia, Peru, and Ecuador	April 2002
	Assessment of Teacher Training and Reading Instruction Needs and Capacities in the Caribbean	May 2002
	Assessment of Teacher Training and Reading Instruction Needs and Capacities in Central America	April 2002
	Central America Assessment List of Contacts	April 2002
	Costa Rica Country Profile	April 2002
	Design Group Meeting Report Central American CETT	June 6, 2002
	Design Group Meeting Report Central American CETT Miami FL	April 18, 2002
	Design Group Meeting Report Central American CETT	June 26-27, 2002
	Lista de Participantes al CETT de Centro America	June 2002
	Miami Meetings CETT Program Objectives	May 29, 2002
	Summary of Regional Institutions Contacted to organize CETTs	May 2002
	Central America and DR – Summary of Agreements and Resolutions	June 26-27 2002

<i>Provide technical assistance to selected Central American and Caribbean countries in support of the LAC Regional Education Program (i.e. Regional Indicators Project, PREAL, etc.) and Mission bilateral programs</i>	Caribbean Center of Excellence for Teacher Training Program Description	May 2002
<i>Assist LAC missions in the development of bilateral education strategies, result frameworks, pilot or demonstration design, applied research, and policy analyses</i>		
<i>Coordinate and provide logistical support for a regional workshop on educational policy reform for the LAC Bureau and its Missions</i>		
<i>Provide off-site support to LAC/RSD-EHR in the research, writing and dissemination of various documents that may include briefings, talking points, speeches, and other reports, as necessary.</i>		